NURS5464.W01  Pamela K. Greene PhD, RN, NEA-BC
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Fall 2020  Office Hours: M-F flexible
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Texas A&M University - Corpus Christi
College of Nursing and Health Sciences

NURS5364 Organizational Design and Behavior in Nursing Practice Environments

Syllabus Fall 2020

CREDITS: 3 semester hours (3:0)

COURSE DESCRIPTION:

NURS 5364 Organizational Design and Behavior in Nursing Systems: Focuses on application and utilization of concepts and principles of organizational design and behavior in nursing leadership. Includes major theoretical viewpoints from organizational dynamics and processes and their employment in nursing leadership environments. The course is delivered through online technology.

Prerequisites: NURS 5310 and NURS 5314 or permission of Department Chair.

Learning Objectives:

At the completion of this course students should be able to:

1. Demonstrate knowledge of the relationships between environmental forces (both internal and external) and managerial, organizational, and leadership processes in the management of nursing and health care delivery systems. (AACN MSN Essentials I-IX)

2. Assess formal and informal organizational, social, and cultural characteristics and identify their potential effects on the nursing management system and the delivery of quality health care. (AACN MSN Essentials I-IX)

3. Analyze the dynamics, process and structure of organizations for use in the management of individuals and groups in the provision of health care. (AACN MSN Essential I-VII, IX)

4. Evaluate the adequacy of selected organizational, administrative leadership, and nursing theories and concepts for application in nursing and health care systems management to facilitate meeting the health care needs of individuals, groups, and communities. (AACN MSN Essential I-I
REQUIRED TEXTS AND RESOURCES:

**Required Texts**


**Recommended:**
Students are encouraged to draw from resources used previously in other courses.

**Articles**
Within the assignments, there will be times when students will be expected to find current, relevant articles.

GUIDELINES FOR FORM AND STYLE OF WRITTEN ASSIGNMENTS

Students are expected to follow instructions associated with the assignments for this course. Students who are confused or have questions about an assignment should contact Dr. Greene, the faculty for this course, in a timely manner to ensure satisfactory completion of the assignment on the date it is due. Unless otherwise instructed, students should use the APA Publication Manual, 7th Edition as a reference for formatting and organizing written assignments.

COURSE REQUIREMENTS

1. Complete all assignments by the due date unless other arrangements have been made in advance.
2. Students are expected to have access to a computer that can support BlackBoard applications.
3. All email communication should occur through the BlackBoard structure. Students should review messages/discussions at least every 48 hours.
4. All assignments are due at 11:55pm on the date indicated in the course schedule. Students should review the schedule throughout the semester to ensure that class assignments are completed correctly and by the due date. Students are encouraged to print a copy of your syllabus and the course schedule as a reference.
5. The nature of the content of this course promotes class interaction. Everyone’s contributions will be considered knowledgeable contributions. Contributions should be made in a respectful manner and the discussion should be an orderly, professional sharing of ideas and feedback. Use of scholarly sources are expected and need cited within discussions.

6. Professional information disclosed through course discussions is confidential and should not be shared with others outside the context of this course.

7. Students are expected to complete a course evaluation at the end of the course.

**COURSE GRADE COMPONENTS**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Orientation to Blackboard Course and Syllabus review</td>
<td>0 (required but no credit earned)</td>
</tr>
<tr>
<td>Essay 1 Leadership and Management Considerations</td>
<td>15%</td>
</tr>
<tr>
<td>Discussions for Essays</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15%</td>
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<tr>
<td>Essay 2</td>
<td>25%</td>
</tr>
<tr>
<td>Final Paper: Improving Organizational Performance through Effective Leadership &amp; Management</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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The grading scale for the College of Nursing and Health Sciences:

- A = 90 – 100
- B = 83 – 89
- C = 75 – 82
- D = 67 – 74
- F = below 67

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CLASS SCHEDULE

The material in this syllabus and dates identified in the class schedule are not likely to change, however, in the event a change is necessary, students will be notified of changes in a timely manner. Students should monitor the Announcement section of the Bb course shell to obtain information in a timely manner. Please see the Course Schedule in BlackBoard for specific information.

For this course, Monday of each week will be the start of the week. See “WEEKS” in the Bb menu for detailed information

WEEK 1

Course Orientation for Blackboard and Introductory Assignments.
GO TO WEEKS in Bb and click on WEEK 1 for more specific details. The purpose of the assignments in week 1 is to familiarize students with the course requirements and introduce students to the course focus. There is a reading assignment, a post for the discussion board is expected and as part of the required activities, students are expected to send a Bb message to Dr. Greene indicating they have:

- Reviewed the course requirements and understand the code of conduct expected in the course. Students may also use this Bb messaging to ask for clarification of any expectations for student behavior.

NOTE: STUDENTS WILL NOT EARN CREDIT FOR WRITING THE Bb Message however, no assignment will be graded until this is completed.

Complete the introductory chapters of the text (chapters 1 & 2). Complete the associated quizzes.

WEEKS 2 - 15

Please see the schedule, posted in Bb and each individual WEEK in Bb as well as the Assignments in Bb to see the expectations for the entire course.

Guidelines for Essay 1

For this assignment, students write an expository essay in which they demonstrate their ability to apply principles of leadership and management to a specific healthcare organization situation. This exercise provides students the opportunity to demonstrate they have met Course Objective 1. The details of the essay situation are available in the corresponding section of the course Assignments Tool. Students should complete the required readings and use other current resources to complete this assignment.

APA format is expected. That means, do not write in first person, and include citations and references. Headings are expected. Ideas should be linked through cohesive paragraphs. The essay should be no longer than 5 pages. The references are not included in the page limit. Consistent with APA format, the essay should have a title page which also does not count in the total page count. See APA – 7th edition. Use the professional paper format (not student

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Students should include their name in the filename for the final document uploaded into the Assignment Tool.

**Grading Criteria for Essay 1 is found under Assignments in Bb.**

Following the submission of the essay, each student will post their essay in the Bb discussion board. Each student will read and provide a reflection/feedback on all papers (not their own). The author of the paper is expected to respond to the feedback given by each classmate.

Discussions provide students the opportunity to demonstrate their comprehension of course content and engage in a scholarly exchange of ideals including the presentation of an original opinion on professional practice issues. Individual positions about discussion topics should evolve from thoughtful deliberation of theories and opinions held by subject experts. A discussion contains two parts- the initial narrative and responses to classmates.

The initial posting represents individual student response to the essay. This posting creates the narrative from which a student will interact with classmates. The narrative message should include: Citations that provides the basis of a position presented in the narrative. Graduate level work is scholarly work and conclusions or observations made about a topic should be supported in current literature. (See assignments for detailed instructions and rubric.)

**Guidelines for Essay 2**

For this assignment, students write an expository essay in which they demonstrate their ability to establish a position on the application of theoretical principles to practice. This exercise provides students the opportunity to demonstrate they meet Course Objectives 2 & 3. Students will need to conduct a review of relevant literature to support the required readings in creating their position in this essay.

In this essay, each student will explain the purpose of inter-professional healthcare teams in the delivery of effective health services and evaluate the extent to which healthcare organizations benefit from inter-professional teams. In the introduction, students should concisely describe the characteristics of healthcare teams and the delineate the various roles of unique team members. After a review of relevant scholarly literature, with special attention to scholarly literature in nursing, students should evaluate the potential benefits and possible challenges confronting healthcare organizations that rely on inter-professional teams to achieve performance goals. A scenario will be provided to assist with actual application of concepts, principles, and theories.

Detailed requirements are provided in the ASSIGNMENTS section of Bb. Students should adhere to APA format. That means include citations and references. Headings are expected. Ideas should be linked through cohesive paragraphs. The essay should be no longer than 8 pages. The reference page is not included in the 8-page limit. Consistent with APA format, the essay should have a title page which also does not count in the total page count. Students should include their name in the filename for the final document uploaded into the Assignment Tool. These will also be uploaded onto Bb Discussion for discussion similar to what was done for Essay 1.
**Guidelines for FINAL Paper**

This exercise is the final assignment for this course. Although students must understand the principles covered throughout this course, the focus of the paper is on macro-level. Please see ASSIGNMENTS in Bb for specific, detailed instructions/rubric. This exercise provides students the opportunity to demonstrate they have met all Course Objectives, particularly objective 4.

**POLICIES**

**Evaluation By Students**

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which are used to strengthen the program. Data are analyzed as to trends and themes and are important to curriculum and sequencing decisions. All evaluations for courses are posted online and are confidential. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. Before the semester ends, faculty are notified of the % participation. No names are ever available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

**Academic Integrity and Honesty**

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information:

University Student Handbook and Code of Conduct: [http://www.tamucc.edu/~students](http://www.tamucc.edu/~students)  
University catalog related to academic integrity and honesty: [http://catalog.tamucc.edu/](http://catalog.tamucc.edu/)  
University Rules and Procedures: [University Procedure 13.02.99.C3.01 Academic Misconduct Cases](http://catalog.tamucc.edu/)

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Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office in CCH 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816

Title IX

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

Active Military Duty

Active duty military personnel, military spouses, and veterans with special circumstances (e.g.: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

Grade Appeals Process

The College of Nursing and Health Sciences (CONHS) adheres to the University’s student grade appeal procedures described in Section 13.02.99.C2.01 (revised May, 2013) and follows those guidelines. See http://academicaffairs.tamucc.edu/Rules_Procedures/ for the University procedure and see http://conhs.tamucc.edu/shb/ for the CONHS process identified in the Student Handbook.

Support Services

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.

Civil Rights Reporting*

Texas A&M University-Corpus Christi is committed to fostering a culture of caring and respect that is free from discrimination, relationship violence and sexual misconduct, and ensuring that all affected students have access to services. For information on reporting Civil Rights complaints, options and support resources (including pregnancy support accommodations) or university policies and procedures, please contact the University Title IX Coordinator, Sam Ramirez at Samuel.ramirez@tamucc.edu or Deputy Title IX Coordinator, Rosie Ruiz at Rosie.Ruiz@tamucc.edu ext. 5826, or visit website at Title IX/Sexual Assault/Pregnancy.
Limits to confidentiality. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, are not able to maintain confidentiality when it conflicts with their responsibility to report alleged or suspected civil rights discrimination that is observed by or made known to an employee in the course and scope of their employment. As the instructor, I must report allegations of civil rights discrimination, including sexual assault, relationship violence, stalking, or sexual harassment to the Title IX Coordinator if you share it with me. These reports will trigger contact with you from the Civil Rights/Title IX Compliance office who will inform you of your options and resources regarding the incident that you have shared. If you would like to talk about these incidents in a confidential setting, you are encouraged to make an appointment with counselors in the University Counseling Center.